

Creating the Authentic Learning Assessment Project

Last IL Grant Assessment Project, 2007-2008

◆ Who would you like to work with? (can identify more than one)

Person/Department/Course: Tanya Knannlein, Apparel Design, ADS 138 (Fashion History)

Person/Department/Course: Karen Michaelsen, Library Liaison for Apparel Design

◆ Outcomes – What do you want the student to be able to do?

What do students need to be able to do in order to be successful?

Produce a weekly notebook reflecting:

- Research of historical costume including social, cultural and psychological influences
- Write and/or draw descriptions of weekly vocabulary words using at least three sources. Sources must be cited.
- Apply research to design a current outfit and understand trends today

◆ Curriculum – What does the student need to know?

What's the ground that needs to be covered?

- Find resources on historical and contemporary fashion history information in order to conduct research
- Evaluate information for accuracy and relevance
- Cite sources
- Translate information into a drawing

◆ Pedagogy – What's the learning activity?

What's the setting and activities for the students to gain/develop these abilities?

The notebook assignment will reflect students' understanding of fashion history. In order to accomplish this:

- Students will receive handouts to guide their research process.
- The class will discuss reasons for citing sources and students will receive handouts on correct citation formats.
- The class will brainstorm and discuss possible avenues for conducting research.
- The class will visit the library to locate and explore resources including an instruction session by a librarian with hands-on exploration of tools and resources.
- Instructor will demonstrate the process of combining historical information with current fashion and incorporating it into a drawing.
- Students will share results from the assignment and the group will discuss successes and areas for improvement.
- Students will assemble a notebook which includes:
 - Written and/or drawn descriptions of weekly vocabulary words using at least three sources. Sources must be cited.
 - A weekly drawing of a current outfit, which incorporates historical elements. Drawing will be accompanied by sources and justification of elements used.

◆ **Assessment – How will the student demonstrate the learning?**

What’s the performance you can observe?

- Students will be assessed by presenting their weekly drawings and justification to the class.
- Instructor will periodically review the notebooks to check that assignments are completed and resources are properly cited.
- Students will use their notebook as a resource to identify key clothing items and typical examples of clothing from historical periods in an exam.

◆ **Criteria – How will we (instructor and librarian) know the student has done this well?**

How will you judge/evaluate the performance? Would a rubric fit this project?


Learning Outcomes	Assessment methods	Evidence of Learning
<p>Information Literacy dimensions</p> <ul style="list-style-type: none"> • Organization: Communicates the product effectively to others • Citations: Accurately uses MLA citation in order to acknowledge the use of information sources • Sources: Uses diverse and good quality sources in order to apply new information to the planning and creation of a product. <p>[Note: Other dimensions included: completeness, definitions, drawing, 19th & 20th Century projects.]</p>	<p>Students were provided with instructions for the assignment and a library instruction session to communicate how to find appropriate information and how to write MLA citations in order to document sources.</p> <p>A rubric was developed to include measures for each of the three IL dimensions (and others) and to show student progress along the continuum:</p> <ul style="list-style-type: none"> • Emerging • Developing • Competent • Strong performance 	<p>The rubric made it possible to document student success completing this project:</p> <ul style="list-style-type: none"> • 24/30 students were either competent or strong in all three dimensions by the end of the quarter • 27/30 were either competent or strong in at least 2 of the 3 dimensions • 22/30 made improvement in at least one of the 3 dimensions. Most improved in their ability to document sources accurately.

A rubric was developed for the assignment through collaboration between Tanya and Karen. Karen extracted the IL dimensions to rate them separately. Tanya used the full rubric. We worked together at the end of the quarter to evaluate the student notebooks. We met later to compare our results and to debrief on the assignment and to discuss changes for the next time the course will be taught. Here are the rubrics we used.

Tanya Knannlein ADS138 Notebook Assignment – IL Dimensions only for Karen Michaelsen

	Emerging <i>Need for improvement outweighs apparent strengths. Evidence of the outcome present.</i>	Developing <i>Strengths and need for improvement are about equal.</i>	Competent <i>Shows skill in this outcome. Improvement still needed.</i>	Strong <i>Applies outcome in multiple contexts. Many strengths are present.</i>
Organization (usefulness) Communicates the product effectively to others.	Notebook not organized, needs dividers or has vocabulary in wrong section	Shows some organization but finding vocabulary may be difficult	Sufficient organization, elements usually found in a logical place. Definitions clearly marked.	Well organized, definitions are easy to locate within each section
Citations (accurate MLA citation) Acknowledges the use of information sources in communicating the product.	Sources not cited	Citations present but don't follow MLA guidelines	Correctly cited, few errors	Correctly cited
Sources (diversity and quality) Applies new information to the planning and creation of a particular product.	Not enough sources used, poor quality	Sufficient sources but inconsistent quality	Sufficient number and variety of sources of good quality	Well diversified sources with excellent quality
	1	2	3	4

Full Rubric for Tanya Knnanlein's Assignment

Dimensions 	Emerging <i>Need for improvement outweighs apparent strengths. Evidence of the outcome present.</i>	Developing <i>Strengths and need for improvement are about equal.</i>	Competent <i>Shows skill in this outcome. Improvement still needed.</i>	Strong <i>Applies outcome in multiple contexts. Many strengths are present.</i>
Completeness (follows instructions)	Not all definitions completed or insufficient information	Definitions mostly complete with few pieces missing	All definitions complete with isolated pieces missing	All definitions and other elements present and all instructions followed
Organization (usefulness)	Notebook not organized, needs dividers or has vocabulary in wrong section	Shows some organization but finding vocabulary may be difficult	Sufficient organization, elements usually found in a logical place. Definitions clearly marked.	Well organized, definitions are easy to locate within each section
Definition (quality of illustration or clarity of description)	Definitions are not clear and/or don't relate to time period	Definitions don't demonstrate a clear example of word	Definitions follow stated guidelines of showing image or written description	Very clear definition which includes pertinent information. Good use of images.
Citations (accurate MLA citation)	Sources not cited	Citations present but don't follow MLA guidelines	Correctly cited, few errors	Correctly cited
Sources (diversity and quality)	Not enough sources used, poor quality	Sufficient sources but inconsistent quality	Sufficient number and variety of sources of good quality	Well diversified sources with excellent quality
Modern Drawing (elements of time period analyzed and related to today)	Unclear how drawing relates time period to modern fashion	Drawing demonstrates modern application but has no explanation	Drawing demonstrates modern application and explains historical elements	Drawing demonstrates highly appropriate modern application and effectively incorporates historical elements
	1	2	3	4

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- ◆ Are there any barriers or challenges for this project? What still needs figuring out?

FINDINGS: *What conclusions can you draw from the results of the assessment?*

- The course has been successful in providing a context for apparel design and construction through a survey of fashion history. ADS instructors have observed a number of students applying what they learned in this course in other program courses
- The workload for the project was very heavy for first quarter students who are finding their way into the program's expectations and requirements
- The rubric was developed mid-quarter and while the criteria were spelled out in the syllabus and assignment, the rubric does a better job of communicating performance expectations. Improvement was noted at the end of the quarter through the review of weekly responses.

ACTIONS PLANNED: *What will you do differently next time?*

ADS 138 will be offered again in Fall 2008.

- Revise the assignment instructions and other handouts to make the expectations for information sources and definitions more clear.
- Encourage line-drawings to be used in place of verbal definitions for different kinds and parts of historical garments
- Provide more guidance on resources available
- Provide students with good examples from the 2007 notebooks
- Revise the list of suggested sources and consider asking students to include a list of sources at the end of the notebook with footnote references in each weekly assignment (rather than writing the citations each week when some sources are used repeatedly).
- Create a reserve collection for print resources to prevent a few students from checking out core source materials for longer periods of time.
- Next year the students should be introduced to the rubric together with the assignment and a copy of the rubric should be in each notebook from the beginning so the instructor can map improvement for each student as the quarter progresses.